

INSPECTION REPORT

KINSALE AVENUE FIRST SCHOOL

Hellesdon, Norwich

LEA area: Norfolk

Unique reference number: 120984

Headteacher: Mrs J Richardson

Lead inspector: Mr T Gill

Dates of inspection: 18-20 October 2004

Inspection number: 267151

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: First School
School category: Community
Age range of pupils: 4-8
Gender of pupils: Mixed
Number on roll: 172

School address: Kinsale Avenue
Hellesdon
Norwich
Norfolk
Postcode: NR6 5SG

Telephone number: 01603 405227
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Appropriate authority: Governing body
Name of chair of Mr Peter Balcombe
governors:

Date of previous 23 November – 4 December 1998
inspection:

CHARACTERISTICS OF THE SCHOOL

Kinsale Avenue First School is a primary school, which is smaller than most other primary schools with 80 boys and 92 girls aged four to eight. Pupils transfer to the nearby middle school at eight, at the end of Year 3. . The attainment of most children on entry to the school is similar to what is found nationally. . The school is popular with parents and over 40 per cent of the parents choose to send their children to the school in preference to their nearest neighbourhood school. Currently about nine per cent of pupils are in receipt of free school meals and this is similar to most other schools. The proportion of pupils with special educational needs is below what is usually found. Most of those pupils have learning difficulties. The percentage of pupils with a statement of special educational needs is higher than is usually found nationally. The school has very few pupils for whom English is not the mother tongue and the proportion of pupils from ethnic groups is low. Movement of pupils in and out of the school other than at the normal time of admission is lower than the national average. The school has received the following awards: the Healthy Schools Award, Achievement Awards and the Investors in People Award.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21398	Mr T Gill	Lead inspector	Science Art and design Music Physical education Special Educational needs English as an additional language
11414	Mrs A Bennett	Lay inspector	
32755	Mr A Kershaw	Team inspector	Mathematics Design and technology Geography History Information and communication technology Personal, social and health education and citizenship
14732	Mrs E Korn	Team inspector	Foundation Stage English Religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school that provides good value for money. Most pupils achieve well in English, mathematics and science and standards are above average because of the good teaching and learning that takes place. Leadership and management are good. The leadership of the headteacher is very good.

The school's main strengths and weaknesses are:

- teaching is well matched to the pupils' needs because of good assessment procedures and information, assessment is particularly good in English;
- there has been a significant improvement in the achievement of the higher ability pupils;
- the good provision in the Reception classes ensures that the children are well prepared for starting the National Curriculum;
- the use of information and communication technology to support learning in other subjects is insufficiently systematic;
- standards are above average in art and design, design and technology, history and geography;
- the use of teaching assistants to support pupils' learning is good, and as a result, pupils with special educational needs and those with English as an additional language achieve well;
- the pupils' attitude to their work and behaviour are very good;
- the school provides very good equality of access to an extensive and varied range of interesting activities;
- aspects of the outdoor provision for the Reception classes are not good enough.

The school has made a very good improvement since the last inspection. The response to the key issues arising from the previous report has been very positive and successful. The improvement in standards in the core¹ subjects has been better than the picture nationally. There has been a very good improvement in teaching and learning and the leadership and management of the school.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2002	2003	2004	2004
reading	B	A	B	C
writing	B	A	A	A
mathematics	B	A*	A	B

Key: A - in the top five per cent of schools nationally; A - well above average; B - above average; C - average; D - below average; E - well below average*

Similar schools are those with similar percentages of pupils eligible for free school meals

The table above shows the 2004 results for pupils in Year 2 were above average in reading and well above average in writing and mathematics. These results are down on 2003, mainly because of the lower ability of that group of pupils. Standards in the current Year 2

¹ The core subjects are English, mathematics and science. All other subjects are referred to as non-core subjects.

are above average in reading, writing and mathematics. **The pupils' achievement is good.** In broad terms the average standards on entry to the Reception year rise to above average by the end of Year 3, at which time the pupils transfer to middle school. The majority of the children in the Reception year are on course to attain the national goals for early learning by the end of the year and many will exceed them in personal, social and emotional development, writing and mathematical development. Standards in Year 3 are above average in English, mathematics and science. They are average in information and communication technology. **The pupils' personal qualities, including their spiritual, moral, social and cultural development are good.** The pupils' behaviour and attitudes towards their work are very good. Attendance and punctuality are good.

QUALITY OF EDUCATION

The quality of education is good. Teaching is good across the whole school. A good emphasis is placed on learning through practical activities and fostering the pupils' independence. This, together with good support from the teaching assistants, results in good learning taking place. The learning of pupils with special educational needs and those with English as an additional language is equally effective because of the good teaching and support they receive. The arrangements for assessing pupils' progress are good and the information gathered is used well to enhance pupils' learning and achievement. It is particularly effective in English. The standard of marking is good with comments that help pupils to make better progress. The curriculum is broad and interesting and the good range of extra-curricular activities provides the pupils with varied activities that enhance their self-esteem and confidence to succeed. Care, guidance and support are good. The partnership with parents is good and links with other schools and the community are satisfactory.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The leadership of the headteacher is very good and she is well supported by the senior management team. Firm and decisive leadership is evident in the way the headteacher has brought about the very good improvement in the school since the last inspection. Subject co-ordinators play a significant role in developing and monitoring their areas of responsibility and in maintaining standards. The governors offer the headteacher good support, which is based on a clear understanding of what needs to be done to raise standards further and to sustain improvement. All statutory requirements are met except for the full reporting of attendance in the school prospectus.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents express considerable satisfaction with the work of the school. Over 40 per cent of them have chosen to send their children to the school in preference to closer ones. They appreciate the standards the school sets, the good knowledge the school has about their children and the effective way the school caters for the individual. Pupils like the school and enjoy their lessons, finding them fun. Although there is no formal system of consulting them, pupils feel able to contribute their ideas.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- make better use of information and communication technology to enhance learning in other subjects;
- improve aspects of the outdoor provision for the Reception classes;

and, to meet statutory requirements:

- ensure attendance data is fully reported in the school prospectus.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is **good**. There are no significant differences between the achievement of classes, year groups or different groups of pupils in the mixed aged classes. Standards in the core subjects are above average. Standards in information and communication technology are average.

Main strengths and weaknesses

- Since the last inspection, standards in English, mathematics and science have improved at a better rate than nationally.
- Standards are above average in art and design, design and technology, geography and history.
- Pupils who are gifted and talented, those with special educational needs and those with English as an additional language achieve well.

Commentary

1. The children make a good start to their education and make good progress in the Reception classes because the quality of teaching is good. Standards on entry are broadly average, although there is a wide range of abilities. Most of the children are on course to attain the early learning goals and some will exceed them. Many children will exceed the early learning goals in writing, mathematical development and personal, social and emotional development.
2. The table below shows that in the 2004 tests, standards in Year 2 were well above average in writing and mathematics and were average in reading. In 2004 the boys and the girls outperformed boys and girls nationally in all subjects tested.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
reading	16.8 (18.1)	15.8 (15.7)
writing	16.7 (18.8)	14.6 (14.6)
mathematics	17.7 (18.8)	16.2 (16.3)

There were 40 pupils in the year group. Figures in brackets are for the previous year

3. The 2004 tests were down on 2003 mainly because of the overall lower ability of that group of pupils. Standards in the current Year 2 are above average in reading, writing, mathematics, science, art and design, design and technology, geography and history. There are no significant variations between the achievement of boys and girls. These good standards are the result of good teaching.

4. In Year 3, achievement is good and standards are above average in English, mathematics, science, art and design, design and technology, geography and history. There are no significant variations between the achievement of boys and girls.
5. Pupils with special educational achieve well and make good progress because of the effective support they receive. The very few pupils from minority ethnic backgrounds are equally well provided for, and their progress and achievement are good. Gifted and talented pupils achieve well because of the early identification of their needs and the school's well-matched provision.

Pupils' attitudes, values and other personal qualities

Pupils' attitude and behaviour are very good. Their spiritual, moral, social and cultural developments are good. Attendance is now good.

Main strengths and weaknesses

- Pupils are very keen to learn and behave particularly well in lessons and around the school.
- Pupils' personal development is good.
- Inadequate attendance information is reported in the school prospectus.

Commentary

6. Pupils show a real enthusiasm in lessons, wanting to take part in activities and to learn. They say that they enjoy school, and have to work hard. They find their teachers supportive but are trusted to do things on their own. Individual targets encourage them and the youngest pupils know how to improve their work. They are given responsibility for assessing their own work, and contributing to their end-of-year reports. They work well together and are able to share and to talk about what they are doing. This gives them a level of confidence that is very good for their age. Pupils are caring and kindly, and those they perceive need friends are soon surrounded with them.
7. Behaviour in lessons and around the school is very good, because teachers have high expectations. The outside play area and small play equipment in classrooms give pupils plenty to do and they are well supervised. There have been no exclusions and pupils are confident of adult support if they report any unkindness. As well as knowing the difference between right and wrong, the pupils are being introduced to wider moral concepts such as fair trade and charitable work.
8. Relationships between pupils and with all the adults in the school are very good. In recent years the school has made more structured provision for pupils' personal development. The 'Green Team' chosen from the oldest pupils are given responsibilities in assembly and at playtimes. They wear their tabards with pride, and other pupils know they can be approached for help. This helps pupils socially and to feel they belong to a school community.
9. A good personal, social, health and citizenship education programme, planned assembly themes and the way visitors are used to contribute to learning are helping pupils explore themes beyond themselves. The annual visit of a Zimbabwean dance group sponsored by Norwich Cathedral helps pupils to understand more about people

living elsewhere. These are successfully providing for both pupils' spiritual and cultural education. Teachers have made good use of external training to give them new ideas. This is an improvement since the previous inspection.

10. In the most recent school year there has been an improvement in attendance over the 2002 and 2003 figures. Levels of attendance are above average, although the school is concerned that too many pupils are taken on holiday during term time. Governors are not using their annual report to parents to highlight these concerns, and data is not clearly enough presented. The prospectus has no authorised attendance data. The amount of unauthorised absence is similar to that in many schools nationally. Punctuality is good.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.4	School data	0.1
National data	5.4	National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good**. Teaching and learning are good. The curriculum is broad and interesting and the good range of extra-curricular provision gives the pupils varied activities that enhance their self-esteem and confidence to succeed. Care, guidance and support are good. There are good links with parents.

Teaching and learning

The quality of teaching and learning is good. Procedures to assess pupils' progress are good.

Main strengths and weaknesses

- There has been a very good improvement in teaching and learning since the last inspection.
- Some aspects of teaching in the Reception classes are very good, though the use of the outdoor areas is not good enough.
- Independent learning is encouraged and developed across the school.
- The use of teaching assistants is good.
- The range of assessment information and its use to enhance the pupils' progress is good overall and particularly good in English.
- Information and communication technology is not used in a systematic way across the curriculum to enhance the pupils' learning and understanding.

Commentary

11. At the last inspection, the vast majority of teaching was satisfactory, only 12 per cent was good or very good and 6 per cent was unsatisfactory. Good teaching was restricted to mainly English and science. Teaching was not as good in the Reception classes as the rest of the school. Since then, there has been a very good improvement as can be seen in the table below.

Summary of teaching observed during the inspection in 33 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0 %)	6 (18.5%)	21 (63%)	6 (18.5%)	0 (0%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

12. In the Reception classes the members of staff have very high expectations of the children. They provide a wide range of stimulating activities within the classrooms and the children

learn to concentrate well and to work independently in an industrious manner. Teachers pay insufficient attention to using the outdoors in a similarly stimulating way and the full potential for its use is not being exploited in a systematic way. The teaching of basic skills is good and the children are taught to evaluate and to reflect upon their work. When teachers work with individual children, their teaching is frequently very good. Through this high quality time, the children's acquisition of skills, knowledge and understanding is very rapid. The relationships of the teachers with the children, their teaching methods and their encouragement of the children are all very good and create a very good atmosphere in which learning can prosper.

13. In the rest of the school, classroom management is good and well-established routines ensure the pupils quickly settle down to work. The insistence by teachers on very high standards of behaviour leads to consistently good acquisition of skills knowledge and understanding by the pupils and this is reflected in the generally above average standards. The teachers introduce the lessons and impart information in a good, clear manner that holds the pupils' attention well and aids their learning. Good questioning skills ensure most of the pupils reflect upon their previous learning and how it can be used in tackling new work. Members of staff are good at encouraging the pupils to become independent learners and the pupils respond to this well. Members of staff use praise well. A very good feature is the considerable encouragement that the teachers provide and their well-developed ability to engage the pupils in their work. The pace of lessons is brisk where the teaching is good or better. In the very good lessons, the pace of the teaching is as quick as the pupils can manage. Resources are used very effectively and imaginatively. The pupils are fully involved in the learning. They are animated and excited, and they work very well both collaboratively and independently.
14. Resources are used well to hold the pupils' attention and to clarify and consolidate the learning. However, the teachers lack the confidence to use computer technology as an every day teaching resource within the classrooms and do not plan for its use in a systematic way.
15. Teachers use assessment information well to plan and modify the work so that the tasks are closely matched to the needs of the pupils. The pupils have a good understanding of their targets and what they need to do to improve and how they do this. The quality of the teachers' marking is consistently good. Teachers write informative comments so that the pupils understand their strengths and how they could improve their work. In English, the pupils are actively involved in evaluating their own work and this is very good practice.
16. Pupils who find learning difficult and who have special educational needs or English as an additional language receive good support. Teachers are good at organising lessons so that the different groups can receive intensive attention regularly. The teamwork between class teachers and learning assistants is good and, as a result, the pupils' learning is good. Adults take great care to ensure that these pupils gain confidence in their work and that they play a positive role in the work of the school.

The curriculum

The quality of the curriculum is good across the whole school. Opportunities for enrichment, including the provision of extra curricular activities are also good. The accommodation is generally good and the school is well resourced.

Main strengths and weaknesses

- The improvement in the curriculum for pupils in the Reception classes has been very good.
- The provision for children with special educational needs and English as an additional language is good.

- Provision in information and communication technology has improved well, but its full effect is not yet felt across the whole curriculum.
- There is a good programme for the development of pupils' personal, social and health education.
- Some aspects of the outdoor areas for the Reception classes are not good enough.

Commentary

17. There has been a good improvement in the curriculum since the last inspection and all issues have been effectively dealt with. All statutory requirements are met, including the provision of a daily collective act of worship and religious education. The school has good schemes of work for each subject in the National Curriculum, ensuring that there is full coverage of subjects and that the pupils' skills are developed systematically. The curriculum for the mixed aged classes is carefully planned over a two-year cycle to ensure there is no repetition and that the whole curriculum is well covered. The school sensibly places a good emphasis on the basic skills of literacy and numeracy but also ensures good coverage in science, the humanities and creative subjects. In many subjects, there is a good emphasis on practical activities and, as a result, the pupils are generally very well motivated and keen to learn.
18. At the time of the previous inspection the curriculum for children in the Reception classes was inappropriately planned. This is no longer the case. The curriculum is good and is now planned to offer a broad range of experiences that reflect the Foundation Stage Curriculum, with children having opportunities to select their own activities and explore through play. Exciting and engaging activities closely linked with planned learning opportunities enable the children to develop a range of skills in a controlled environment. The curriculum places a good emphasis on role play activities which allows the children to explore new ideas, with adult support and on their own, and to develop their understanding of the world. The children have frequent opportunities to express themselves through speech, writing and creative activities. This has a very strong impact on the children and they become inquisitive and enthusiastic learners.
19. Pupils' personal, social and health education is carefully planned with some extremely successful initiatives permeating throughout the school, for example the environmental day, which coincided with the launch of the 'Green Team'. This provision enables pupils to understand the world and other people, thus developing confidence and an appreciation of their rights and responsibilities.
20. The curriculum now caters well for pupils with special educational needs and English as an additional language and ensures that their individual needs are met. Pupils receive good support from the classroom assistants who work with them and ensure the pupils are fully involved in all aspects of the curriculum. Provision for the gifted and talented is equally good and has improved greatly since the last inspection.
21. There is good provision, support and resources for information and communication technology. There is an extensive computer suite, which is networked, and at least one computer in each classroom. The children have access to e-mail and Internet facilities. There is a good range of programs to aid learning but they are not being used in a systematic way to support learning more effectively across the whole curriculum.
22. There is a good range of extra-curricular activities for pupils, such as recorders, a computer club and sporting activities. The pupils enjoy going to these clubs, which are helping to enhance their personal development and social skills. There are also visits to places of interest in the immediate locality of the school, such as museums

and farms, which help to enrich the curriculum and improve the pupils' learning. The school also uses visitors with expertise in areas, such as science and dance to widen the pupils' knowledge and understanding.

23. The accommodation is generally good. However, some aspects of the outdoor play area for the Reception classes are not good enough, with limited access to large equipment, so reducing the potential for pupils' physical development.

Care, guidance and support

The school makes good provision for its pupils' welfare and care. Child protection procedures are fully in place. Pupils are known well to staff, and good guidance is given so that from the very youngest age, they know how to improve their work. The school seeks and acts on pupils' views effectively.

Main strengths and weaknesses

- There are good clear systems for caring for pupils who are injured or unwell.
- Eating healthy snacks and drinking water are encouraged.
- Health and safety checks are not undertaken during the school day.
- Procedures to help pupils to settle into school are good.

Commentary

24. Teachers know and monitor their pupils well, and this allows them to offer good advice and guidance. Even the youngest pupils know what they have to do to improve their work. Personal, social and health education is now consistently taught across the school and this is helping teachers to develop pupils' personal skills.
25. There are good systems in place to care for those who are injured or unwell at school. Staff have received appropriate training and child protection procedures are fully in place, which was an issue identified in the previous inspection. Pupils are confident that they could find an adult to talk to in case of need.
26. Health and safety matters are appropriately prioritised, and risk assessments are undertaken. Governors are involved in annual health and safety checks, but the benefit of this outside perspective is reduced because these happen after the pupils have gone home. The school is good at promoting aspects of healthy living. It continues to encourage pupils to eat healthy snacks at break time, and now allows them to drink water throughout the day.
27. Induction is good because there are close links with the private nursery on site from which most children transfer. Parents agree that settling in arrangements are good. Information is appropriately shared with the middle and upper schools on the site.
28. Although there is no formal system of consulting them, the school listens to pupils' views carefully and they feel able to contribute their ideas. For example, the whole-school environmental day led to recycling and providing composting bins.

Partnership with parents, other schools and the community

The partnership with parents is good. Parents are supportive of the school and confident that their children are given a good all-round experience. The school keeps them well informed, and provides good opportunities to understand what their children are learning. Links with the community and other schools are satisfactory.

Main strengths and weaknesses

- There are good weekly newsletters and workshops for parents of pupils in the first two years of school.
- Parents find the school approachable.
- Annual reports do not fully explain pupil progress.
- The school works hard to get parents' support in reducing the number of holidays taken in term time.

Commentary

29. Parents of children in Reception classes and pupils in Year 1 are particularly well supported. Weekly newsletters inform them of the work being done, and a reading workshop gave guidance to support their child with reading. This helps to establish a good partnership with parents supportive of work at home. Some parents expressed concern over the amount of homework provided and the school's response has been appropriate.
30. Parents have confidence in the school, and like the fact that they are encouraged to keep in touch with the class teacher. They agree that their children like school, are well taught, behave well and are encouraged to work hard. They feel well informed about how their child is getting on. Overall, inspection evidence supports this view. The school would like greater support from parents to reduce the amount of time lost to holidays taken in term time.
31. At the end of the school year, parents receive a well-written 'record of progress and achievement' for their child, with a contribution from the pupil. These give parents substantial information about what their child knows, understands and can do, but do not always live up to their title. Parents may not be able to find out how their child is getting on compared with expectations for their age, because this information occurs only in English and not in all reports.
32. In the last academic year the school has been the venue for two family Literacy courses, and the next course is fully booked. The local area and community are used for visits, and the privately operated Nursery uses a spare classroom in the school. Liaison with the two other schools that share the site is satisfactory, and communication with the middle school is leading to greater continuity of experience for pupils. Good links with the private nursery help the children to quickly settle in the Reception classes.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The leadership of the headteacher is very good and she is well supported by the senior management team. The contribution of the governing body is good and statutory requirements are met except for the fully reporting of attendance information in the prospectus.

Main strengths and weaknesses

- The headteacher inspires the staff very well and there is a strong, shared commitment to raising standards.
- The leadership of the Foundation Stage and special educational needs is good.
- The procedures for the regular monitoring and evaluation of pupils' work and of teaching and learning are good and lead to positive action to effect improvement.
- Co-ordinators now offer good leadership.
- The school is committed to including everyone in its provision and puts its commitment fully into practice.

Commentary

33. Firm and decisive leadership are evident in the way the headteacher has brought about the very good improvement in the school since the last inspection, addressing the extensive list of key issues well and making this an effective school that provides good value for money. The headteacher is very clear about the way she wants the school to develop and receives good support from the senior management team. Throughout the school, teamwork is effective. The headteacher has built up a committed team who are dedicated to doing the best they can for all pupils. The members of staff meet regularly to review the pupils' performance and curricular development and this is one of the reasons why the pupils' achievement is good.
34. Leadership of the Foundation Stage is good and is evident in the good progress the children make and their good preparation for Year 1. The special educational needs co-ordinator leads and manages the work of the school well to provide strong support for pupils with special educational needs. Close teamwork, professional discussion and shared purpose complement the work of teachers and learning support staff so that these pupils achieve well. Subject co-ordinators now play a significant role in developing and monitoring their areas of responsibility and in maintaining standards.
35. The chair of governors has a good understanding of the school's needs. The governors offer the headteacher good support, which is based on a clear understanding of what needs to be done to raise standards further and to sustain improvement. They have shown their prudent financial management and their ability to take difficult decisions when dealing with recent budgetary problems.
36. The monitoring of teaching and learning is good and has resulted in the effective targeting of professional development to meet the needs of staff and pupils' learning. Analysis of performance data is now thorough, and the information is used effectively to improve performance. The pupils are equally valued and their achievements are celebrated, whatever their ability. The school is very well organised to ensure that support is given where it is needed.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	426,283
Total expenditure	441,506
Expenditure per pupil	2,529

Balances (£)	
Balance from previous year	18,981
Balance carried forward to the next	3,758

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

37. There has been very good improvement in the quality of education offered to the children in the Reception year since the last inspection. Children enter the Reception year with skills around those expected for their age, in all the areas of learning. They benefit from the good links to the newly established independent pre-school that meets on the school site. The parents are welcomed into the classrooms in the morning. These induction² arrangements make a major contribution to the children's confidence and to their social development. The children settle quickly into the school routines, are confident and they make good progress. By the time they enter Year 1, they are very well prepared for the National Curriculum.
38. The provision is well led and managed by the Foundation Stage co-ordinator who has created a good, successful team. The co-ordinator has ensured consistency of practice between the two classes. The quality of teaching has improved and it is now consistently good or better. The teachers' lesson planning is detailed. The child centred ethos is having a very positive impact on the children's learning. In parts of lessons, when working with a small group of children, the teaching is frequently very good and on these occasions the children achieve very well. A wide range of supporting activities is provided and resources are frequently very imaginatively used. Adults have very good relationships with the children. Members of the support staff are deployed well and those who support children with special educational needs enable those children to take a very full part in the lessons and make good progress.
39. The two Reception classes are housed at opposite ends of the building and although both have an adjacent outdoor area, only one is regularly used. This prohibits independent access to an outdoor learning environment for half the children. Neither of the outdoor areas are covered and during inclement weather the planned curriculum is restricted. The outdoor area is therefore, not being fully developed as a classroom.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **very good**.

Main strengths and weaknesses

- Children achieve very well because of the very good teaching and high expectations of them.
- The adults are skilled at developing the children's independence and confidence.

Commentary

40. Achievement is very good. Almost all of the children are in line to meet the goals in this area of learning by the end of the Reception year and many will exceed them. This is much better than in the majority of schools. Children are welcomed warmly and their relationships with the adults are good. Teachers and support staff establish very good attitudes in the children. The enticing array of well selected resources, leads to the children separating from parents confidently and happily and being keen to start their work. Teachers introduce the tasks in an interesting manner and children show good levels of concentration and involvement in their

² Induction refers to the arrangements for receiving pupils new to the school, helping them settle into class routines and make friends.

activities. Adults promote very well the self-confidence of the children and encourage a positive self-image. Teachers give guidance and help so that children develop the confidence to select activities independently. They help children to evaluate their own work and to reflect upon their progress and this has a very good impact upon the child's growing self-esteem. Routines are taught and established very well, thereby developing confidence, self-reliance and independence. Particularly in the younger class, learning support assistants intervene sensitively during play, extending understanding of right and wrong. Children show a good respect for the needs of others.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good**.

Main strengths and weaknesses

- The teaching of reading skills is good and the children achieve well.
- Speaking and listening skills are not as good as early writing and reading skills.
- The focused teaching of early writing skills that takes place on an individual basis is excellent and the children achieve very well.

Commentary

41. Achievement is good overall and very good in developing early writing skills. Most children are on course to meet the early learning goals for reading and some will exceed these. Many are on course to exceed the early learning goals for writing.
42. The teaching of speaking and listening skills is satisfactory overall. Children are encouraged to speak in front of the class, and are gaining confidence and experience in conversation skills, such as turn taking, responding to questions, reflecting and reporting on previous experiences. Children show a good awareness of the listeners' needs. They speak clearly and can explain with some detail, but few are yet using full sentences.
43. Books play an important role within the provision, and many activities are well planned around a familiar story. Reading and writing activities are frequently very closely linked. The teaching of basic early reading skills is good and children learn the conventions of reading, letter sounds and the recognition of key words, as a very natural and cohesive experience and they achieve well. In a lesson, the class teacher helped children to read a letter from one of the 'Three Little Pigs'. Later, children received some excellent focused teaching to help them to construct a sentence as a reply to the letter. Children were helped to use their phonic skills to construct words, to use a simple dictionary and to form their letters correctly. They then read back their work. The teacher helped them to reflect upon the improvement in their writing and to consider what they needed to do to improve even further.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- The teaching is very good and children are given a very good start to their skills of computation.
- There is a good emphasis on practical activities to enhance learning and understanding.

Commentary

44. Achievement is very good and most of the children are on course to meet the early learning goals and a good proportion to exceed them. This is better than in the majority of schools and is due to the teachers having a very good understanding of how to teach mathematics. They introduce the children to basic skills of counting and using a number line and they skilfully extend the learning to simple addition. Many children already confidently count objects up to six. Activities such as building a house for the 'Three Little Pigs' with large boxes develop a sense of size and space. Children recognise and name basic flat shapes and use these to construct pictures of houses on a computer program and on boxes. By the end of the year, most children are able to write numerals clearly and they have recorded simple addition and subtraction sums.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **satisfactory**.

Main strengths and weaknesses

- The teaching of information and communication is very good.
- Children are presented with a wide range of opportunities to explore materials, but, on occasions, the direct teaching is inappropriate.

Commentary

45. Achievement is satisfactory overall. It is very good however, in the development of early computer skills. Most of the children are on course to meet the early learning goals. Teachers provide a wide range of activities that are well resourced and exciting. Some are imaginatively linked to the stories being shared in lessons. Adults intervene sensitively to develop the children's language and their ability to explore using their senses as they investigate the properties of many materials. Frequently children are filled with excitement and wonder, such as when they observe shaving foam appearing through their fingers or when they taste the biscuits they have made. Some of the direct teaching, when expecting the children to sit and watch and to consider the need for a fair test and how to achieve this, is too advanced and this approach restricts the children's learning. Children are taught to use tools, such as paint brushes, correctly. The direct teaching in the computer suite develops confidence to select objects and fill spaces with colour and to complete a simple program very well.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- The children demonstrate good co-ordination and control in large and small movements.
- The outdoor facilities for the children do not offer enough opportunities for them to ride on wheeled toys, to balance, slide or climb.

Commentary

46. Achievement is satisfactory and most of the children are on course to meet the early learning goals. Considerable care is taken when planning the curriculum to provide a wide range of activities that develop the finer physical co-ordination. Children learn to manipulate materials, tools, and small objects with care and precision, through the many activities that are provided and through the support that adults provide. Opportunities for children to develop their larger movements and balance are limited to twice weekly sessions in the school hall and outdoors when the weather is fine. Use of some of the outdoor areas is also restricted because of access problems. In physical education lessons, children are skilfully taught how to carry mats and health and safety issues are carefully observed. They are made aware of the impact of exercise upon heart rate. Younger children have a satisfactory control of their body and they use space well.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children are encouraged to participate in a wide range of interesting creative activities.
- Children are developing good painting and observational skills.

Commentary

47. Achievement is good. Most of the children are on course to meet the early learning goals and a few to exceed them. Children have opportunity to explore a range of colours and materials for collage pictures. Skills of observation are developed well and many show a good ability to draw a representational shape and to observe and copy illustrations. Some very good direct teaching of colour mixing skills extended knowledge and skills very effectively. In music lessons, children are encouraged to listen carefully, to sing action songs and to play a range of simple percussion instruments, which they do well.

SUBJECTS IN KEY STAGES 1 and 2

English

Provision in English is **good**.

Main strengths and weaknesses

- Standards are above average in reading and writing because of the good teaching and support the pupils receive.
- The use of assessment information is very good.
- The pupils' involvement in evaluating their written work is very good practice.
- Activities to develop the pupils' speaking and listening skills are not used with sufficient regularity.
- Opportunities for the pupils to use the school library are limited.

Commentary

48. The standards identified at the time of the previous report have been improved upon and there has been a significant improvement in the achievement of the higher ability pupils. The rise in standards since 1999 has been greater than the national trend. Standards in 2004 were above average in reading and well above average in writing. Standards in reading have declined compared to 2003 while standards in writing are very similar. During the inspection, standards in Year 2 and Year 3 were judged to be above average in both reading and writing and average in speaking and listening. Achievement is good overall; it is good in writing and reading and satisfactory in speaking and listening.
49. The high attaining pupils achieve standards in speaking and listening that are above those expected for their age. In Year 1, the high ability girls are more confident than the boys to

speak in front of the class. Despite this initial lack of confidence, the boys achieve well and this difference is not noticeable by Year 3. The school has rightly prioritised the development of speaking and listening skills, having identified that the lower attaining pupils have restricted expressive language that holds back their written work. The teaching of speaking and listening skills is satisfactory. At the start of all lessons, the teachers expect the pupils to respond to questions. They provide opportunities for the pupils to negotiate and to work collaboratively. They enrich the pupils' vocabulary in poetry lessons. Teachers are starting to use more structured speaking activities and drama with varying degrees of success but overall, the range of opportunities used to develop the pupils' spoken language are too narrow.

50. Pupils read fluently and with good comprehension, but frequently with little expression. The pupils achieve well, because of the consistently good teaching that they receive. Learning about letter sounds is systematically developed and they are taught well. Teachers have good subject knowledge and they skilfully develop the skills of inference and deduction so that the pupils read with understanding from the outset. Pupils are introduced to a wide range of literature. Parents make a significant contribution through the regular practice they give to their children.
51. The library is well stocked with reference books and the pupils are familiar with gaining access to information from these types of books. Opportunities for the pupils to use the school library are limited, however, and many pupils were unfamiliar with the system for borrowing books.
52. Standards in writing are consistently high throughout the school, because of good teaching. Spelling skills and the correct formation of letters are developed well from the start of Year 1 and this gives the pupils a good degree of independence. Standards of spelling are good. Teachers use the strategies within the literacy hour well to develop writing skills. Pupils are given experience of writing in many differing styles and contexts. Opportunities are provided for writing extended pieces of work. Classroom assistants are used well to help the learning particularly of the pupils with special educational needs and those of lower ability. They are well briefed and they have very good relationships with the pupils who achieve well.
53. The quality of teaching and learning is good. The good assessment systems and the very good use made of assessment information contribute very significantly to the pupils' good achievement. All pupils are given individual targets. Groups of pupils are selected for additional support. Work is well matched to each pupil's ability and is suitably challenging and interesting. The teachers' marking is frequently very good, with informative comments that help the pupils recognise their strengths and understand how they need to improve. A major strength of the provision, which contributes to the high standards, is the evaluation by the pupils of their own written work, against set criteria. These skills are starting to be extended, so that the pupils take responsibility for the development of their spelling.
54. The leadership of the subject is good and the management is very good. The co-ordinator is experienced and knowledgeable. Resources are plentiful and of good quality. Reading books are well organised and readily available, enabling efficient use of the reading scheme and facilitating the pupils' independence in selecting books. Parents are given good information that helps them to support their children. There is considerable monitoring of the teaching and of the pupils' work that has contributed to the improvements in the subject. The improvement since the previous inspection has been very good.

Language and literacy across the curriculum

55. Speaking and listening skills are developed well in other lessons, such as in personal and social education and in religious education. There are good opportunities for the pupils to

practise their writing skills in other subjects, such as, science, religious education and history. These opportunities significantly contribute to the pupils' good achievement.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils attain well above average standards.
- Teaching and learning are good throughout the school.
- There is good and consistent use of correct mathematical terminology throughout the school.
- The use of information and communication technology to improve pupils' understanding and for pupils to practise their skills is not good enough.
- The leadership and management of the subject are good.

Commentary

56. Almost all pupils achieve well and make good progress. There has been a significant improvement in the achievement of the higher ability pupils. Standards of the work seen in Years 2 and 3 were above average. The national test results for 2004 showed standards to be high in Year 2, being well above average in number, space, shape and measures and data handling. The provision for children with special educational needs in mathematics and English as an additional language is good and they make good progress. They are supported well by teaching assistants, make good progress and achieve well. There are no significant differences between the achievement of boys and girls.
57. The good teaching the pupils receive and their own very positive attitudes enable pupils to make good progress. Teachers are well organised, always ensuring that pupils are clear about their learning objectives. They use a wide range of strategies to engage all pupils fully during lessons. Lessons always include opportunities for mental mathematics, using challenging questions to which children respond with confidence and accuracy. Teachers have high expectations of their pupils and their lessons are briskly paced. Teachers use a good range of mathematical vocabulary, which results in pupils being able to explain their work using correct terminology. In the very good lessons, the tasks set for pupils included more opportunities to investigate problems and a high level of discussion. This approach motivated pupils to achieve greater understanding of the concept being taught, such as when lines of symmetry were being taught to a Year 2 group of pupils. The pupils used a wide range of creative strategies to solve problems and the class collaborated well. The teachers used very good questioning skills to probe pupils' developing understanding and to diagnose any misconceptions. The teacher helped the pupils to analyse where they had gone wrong and to correct their own mistakes. Tasks were organised such that pupils were required to use reasoning and be able to justify their thinking. The pupils responded well to this and demonstrated high standards of using and applying mathematical skills. During the inspection there was scant evidence of information and communication technology being used for demonstration purposes and for pupils practising their own mathematical skills.
58. The mathematics co-ordinator has been in the post for only one year but is already having a significant impact on standards. The leadership and management by the

coordinator and senior staff are good and have led to a good improvement since the last inspection. Standards have risen and the quality of teaching is much improved. There is a good system of analysis and review in place and all staff, including teaching assistants, share a common purpose to improve and maintain standards. There has been a very good improvement since the last inspection.

Mathematics across the curriculum

59. Mathematics and numeracy are promoted effectively across the curriculum. Pupils are encouraged to use their numeracy skills in most subjects. They estimate and measure in their scientific investigations and display results graphically. For example, in a Year 3 lesson, pupils measured the distance travelled across different surfaces by cars using rulers.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are above average.
- The teaching is good and places a strong emphasis on learning through investigation and experimentation.
- Information and communication technology is not used well enough in this subject.
- Leadership and management are good.

Commentary

60. Almost all pupils are achieving well and making good progress. There has been a significant improvement in the achievement of the higher ability pupils. Standards of work seen in Year 2 and Year 3 are above average. The teachers' assessment results in 2004 showed standards to be high, though the results are down on 2003 because of the overall lower ability of that group of pupils. Pupils with special educational needs and those with English as an additional language make good progress and achieve well. There has been a good improvement since the last inspection because of the better teaching and the high number of pupils now achieving Level 3.
61. The quality of teaching and learning is good. The teachers have a good knowledge of the subject, lessons are well planned and there is a good insistence that the correct scientific terms are used and pupils usually do so. The marking of work is good with helpful suggestions for improvement, and this, backed up by good assessment procedures, helps the pupils to make better progress. Throughout the school, pupils are acquiring a good, balanced knowledge of life processes and living things, materials and their properties, and physical processes. This knowledge is effectively acquired through a strong and appropriate emphasis on practical investigations and experimentation. This prominence of investigational science explains pupils' enthusiasm for the subject and their willingness to work hard. A good feature of a lesson in Year 1, was the way in which the teacher encouraged the pupils to develop their speaking skills and reasoning when describing the conditions that had made their samples of bread go mouldy and suggesting the conditions that would be needed to prevent mould growing. However, teachers are not using information and communication technology in a systematic way to enhance the pupils' knowledge and understanding.
62. The subject leadership makes a significant contribution to the quality of the provision. Resources are good and well matched to the demands of the curriculum. Good use is

made of outside expertise, such as the Science Circus, to add a significant dimension to the work.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory** but not enough use is made of information and communication technology in other subjects.

Main strengths and weaknesses

- The information and communication technology suite is used effectively to teach the necessary skills, knowledge and understanding.
- There are few opportunities for pupils to use and develop their skills in other subjects.
- The subject co-ordinator has a good overview of strengths and areas for development.

Commentary

63. Achievement is satisfactory. The progress and achievement of pupils with special educational needs and English as an additional language is satisfactory. Standards in Years 2 and 3 are average. There has been a good improvement in the access the pupils have to computers since the last inspection. The pupils are enthusiastic and work hard. Pupils, when being taught in the suite, develop an appropriate range of skills and know that computers can be used for a wide range of tasks. They have a clear understanding of what they have achieved and know how to improve. A good feature is the skills assessment booklet that each pupil has. The pupils operate computers with confidence and generally, with a good degree of independence, though, occasionally, some pupils are over confident, which leads to them not listening correctly and, consequently, being unable to complete the task independently. By Year 2, the pupils show satisfactory early keyboard skills and mouse control. They word process writing, saving and retrieving it confidently. The pupils use art programs to generate imaginative pictures, using a variety of colours. They move images around the screen confidently. By Year 3, some pupils can open the pages on a CD Rom to find information on a topic they are studying.
64. Teaching and learning are satisfactory overall. The members of staff have appropriate subject knowledge and help children when glitches occur with the software. Explanations are clear and pupils know what to do. Lessons are planned to provide the correct level of challenge for each ability group and the effective use of support staff aids pupils' learning, particularly for those with special educational needs. Questions are appropriately used to check pupils' understanding and all members of staff encourage correct vocabulary and terminology. In a lesson in Year 1, the good teaching and support the pupils received, enabled them to make good progress as they altered the font, size and colour of the captions they were making for labels. There was a good balance between the direct teaching of skills and providing opportunities for independent learning and this helped the pupils to develop confidence. In the lunch time computer club, some of the pupils demonstrated their expertise in using a digital camera.
65. Leadership and management are good. The subject leader has a good overview of strengths and areas for development. Appropriate plans are in place to remedy the weaknesses, particularly the use of information and communication technology in other subjects. Overall, there has been a satisfactory improvement since the last inspection.

Information and communication technology across the curriculum

66. There was little evidence to show that information and communication technology was being used in a systematic, coherent way to develop pupils' skills and learning in other subjects to any great degree. There was the occasional example of it being used, for instance, for word processing in design and technology and using paint programs for art.

HUMANITIES

67. Religious education and history were inspected in full and are reported in detail below. **Geography** was sampled as only one lesson was seen. It is not possible to make a judgement on the overall provision of geography. However, from talking to the subject co-ordinator and analysing work in pupils' books, it is evident that standards are above average in Year 2 and Year 3. This represents a good improvement since the last inspection. During the lesson in Year 1, there were clear, cross curricular links made to English, with children using prepositions and descriptive vocabulary to locate features on a map. All pupils were able to recall some of the various physical and human features discussed. The teacher was knowledgeable and encouraged pupils to work at a good pace, whilst sustaining their interest and enthusiasm. Teaching is well supported by a range of good quality displays around the school. There is a wide range of resources, such as globes in each classroom and maps of the British Isles. Good use is made of the immediate environment to enhance the pupils' learning. Leadership and management of the subject are good. The co-ordinator is developing the subject well, has a good understanding of the strengths of the subject, and about how improvements can be made.

History

Provision in history is **good**.

Main strengths and weaknesses

- Standards have improved.
- There is a good emphasis on developing the pupils' skills through practical work.
- Leadership and management are good.
- Information and communication is not used well in this subject.

Commentary

68. Achievement is good and standards are above average in Years 2 and 3. Good teaching and planning now ensure that the pupils' enquiry skills are being developed in a systematic way and this enables the pupils to make good progress. In a Year 2 lesson, the pupils were enthusiastically working on re-constructing the remains of pots. Good questioning by the teacher, resulted in good conversation as the pupils described what the missing pieces might have looked like and what the pot could be used for. The pupils with special educational needs were very well supported, were able to take a full part in the lesson, and made good progress. There are a good range of resources to support teaching and learning. Good use is made of museums and places of interest to enrich learning and understanding. As a result the pupils are very enthusiastic about the work. There was little evidence of information and

communication technology being used in a consistent way to improve learning and understanding.

69. The quality of teaching, range of learning opportunities and curriculum experiences have contributed effectively since the last inspection to the good improvement made. The leadership and management of the subject are good and have made a good contribution to the development of the subject through activities, such as the monitoring of the development of key language and ensuring marking is focussed on the development of historical skills rather than focusing on errors of writing.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- The teaching of Christianity is a major strength of the school.
- Standards in Year 1 are good, and these pupils achieve very well, because of the very good teaching they receive.
- Information and communication technology is not used well enough in this subject.

Commentary

70. Achievement is satisfactory. Standards in Year 2 and in Year 3 are variable and are average overall. Pupils in Years 2 and 3 are familiar with the story and significance of the Jewish festival of Chanukah. They have also studied the Jewish harvest festival of Sukkot and the Christian harvest festival.
71. Teaching and learning are satisfactory overall. Teachers emphasise the importance of moral issues well, such as the need to share food with the poor. They provide practical tasks that reflect some of the customs and traditions within the religion studied and which also develop the pupils' interpersonal skills well. Questions are used appropriately to check pupils' understanding. Planning is satisfactory, but does not take enough account of the regular use of information and communication technology as an aid to learning and understanding. In Year 1, the teaching was very imaginative and held the pupils' attention very well and, as a result, the pupils' attitudes were very good. Through very good use of resources and discussion the pupils identified many of the symbols of Christianity and their importance to members of this faith.
72. There has been satisfactory improvement since the previous inspection. What is to be taught when, based on the Agreed Syllabus, is now clearly defined and followed. Assessment has improved. There is a satisfactory range of artefacts and videos, but there is insufficient computer software. The subject leader provides a very good role model for teaching this subject and provides good leadership and management. She has identified what is needed to take the subject forward and the necessary plans have started to be implemented

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

73. These subjects were only sampled. No lessons were observed in **art and design**. However, from discussions with the subject co-ordinators and analysing pupils' work, it is evident that standards are above average in Year 2 and Year 3. This represents a good improvement since the last inspection. There is a good emphasis on ensuring the pupils have the necessary skills, developed in a systematic way, to be able to make the most of their work. These skills are being taught well but not to the detriment of the pupils' creativity. The subject also makes a good contribution to the pupils' cultural development. The co-ordinators are providing good leadership. The work they are doing to improve the curriculum and the quality of teaching is good.
74. No lessons were seen in **design and technology**. A scrutiny of teachers' records and pupils' previous work and discussions with the co-ordinator indicate that the subject is being covered well and that standards are above average. This is a good improvement since the last inspection. The curriculum is well planned to ensure that pupils benefit from a wide range of tasks that extend their designing and making skills. The development of skills is now being planned for in systematic way. This was evident in the vehicles the older pupils had made. These models worked well and showed good attention to detail gained from extensive research. The leadership and management of the subject are good.
75. Only one lesson was seen in **music**. The teaching was good and the pupils achieved well. The pupils were enthusiastic music makers as they worked collaboratively to produce an accompaniment to a song. The good teaching ensured they were developing good techniques and making good progress in keeping time.

76. Only one lesson was seen in **physical education**. In this Year 1 lesson, the pupils demonstrated above average catching and ball control skills. A pupil with special educational needs received very good assistance from the teacher and was able to be fully involved and to achieve well. The lesson was fun and the pupils were having a very enjoyable time. The relaxed atmosphere resulted from the good class management and well established routines.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

77. **Personal, social and health education and citizenship** was sampled. The programme for pupils' personal, social and health education is good. It is well planned and taught through formal lessons and during circle time, when pupils discuss issues. It is linked to assembly themes and planned training days, such as the one organised by the Co-operative Society. This project, based on global awareness, was followed up by an Environmental Day to develop pupils' knowledge and understanding of recycling and other associated issues. The Environmental Day also enabled pupils to develop their sense of citizenship. The 'Green Team', where older pupils are encouraged to look after younger children in the playground and to read to Reception and Year 1 children, is another project adopted by the school, which effectively encourages citizenship and a sense of responsibility. Pupils are encouraged, from an early age, to work both collaboratively and independently. The children learn about responsibilities in the wider community through visitors and involvement in charitable activities. All members of staff have clear guidelines as to how to develop pupils' understanding. They have regular access to training opportunities and visitors, including the Zimbabwe Dance group, to support their work. As a result, the school is a purposeful and vibrant place in which all are valued and respected. The co-ordinator has a good subject knowledge and clear vision for development in this area.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (ethos)	3
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	4
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).